

## Personal Narrative Rubric

Genre Chart Personal Narrative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>1</b> Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
<b>2</b> Introduces the narrator and situation	Introduces the narrator and situation creatively	Introduces the narrator and situation	Introduces the narrator <i>or</i> the situation	Does not introduce the narrator and situation
<b>3</b> Organizes events to unfold naturally; manipulates time and pacing	Events unfold naturally; manipulates time and pacing to enhance significant details	Events unfold naturally; manipulates time and pacing	Some events follow a logical sequence; includes some insignificant details	Events do not follow a logical sequence; includes numerous insignificant details
<b>4</b> Develops details of events with description and action	Creatively develops details of events with description and action	Develops details of events with description and action	Develops details of events with description <i>or</i> action	Introduces events but provides no details
<b>5</b> Develops characters with physical description, dialogue, and expressions	Strategies create a detailed visual image and depth to characters	Develops characters with physical description, dialogue, and expressions	Develops characters using some strategies	Introduces characters but does not develop them with details
<b>6</b> Uses vivid verbs, sensory details, similes, metaphors, and hyperbole to set tone and mood	Strategies create a detailed visual image that set a clear tone and mood	Tone and mood are developed using multiple strategies	Tone and mood are underdeveloped with chosen strategies	Lacks strategies to set tone and mood
<b>7</b> Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
<b>8</b> Concludes with a reflection	Reflection is insightful	Concludes with a reflection	Has a conclusion but is not reflective	Does not have a conclusion
<b>9</b> Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the story	Frequent errors distract the reader	So many errors it is hard to read

## **Personal Narrative Brainstorming**

- A time where you didn't want to do something, but it turned out to be fun
- Think about a time when you were surprised (it could be a pleasant or disappointing surprise)
- A time you overcame a personal hardship; how did it change you?
- When you gave/made a special gift for someone. How did you know this person would like it?  
What kind of impact did it make on the recipient?
- A family event
- The day nothing went right (or wrong)
- An experience that you'll never forget. What makes it so unforgettable?

## Identifying Point of View

Point of View: first-person, third-person limited, third-person omniscient

**Directions:** Read the following passages and determine the point of view. Explain how you were able to identify the point of view.

*The Ninja Housewife* by Deborah Hamlin

After dropping her son off at school, Sara sat at a traffic light and waited. She was on her way to her office job as a secretary in a law office. It was mainly paperwork with very little time to interact with other people, but Sara had gotten used to that. It also gave her plenty of time to daydream, something she had also gotten quite used to. She was a woman in her mid-30s, married 13 years, with one child.

Point of view: \_\_\_\_\_

Which character's thoughts are revealed? \_\_\_\_\_

*The Patchwork Girl of Oz* by Lyman Frank Baum

Unc Nunkie, Margolotte, and the Magician all stood looking at the marvelous Powder, but Ojo was more interested just then in the Patchwork Girl's brains. Thinking it both unfair and unkind to deprive her of any good qualities that were handy, boy took down every bottle on the shelf and poured some of the contents in Margolotte's dish. No one saw him do this, for all were looking at the Powder of Life; but soon the woman remembered what she had been doing and came back to the cupboard.

Point of view: \_\_\_\_\_

Which character's thoughts are revealed? \_\_\_\_\_

*Shiloh* by Phyllis Reynolds Naylor

The day Shiloh come, we're having us a big Sunday dinner. Dara Lynn's dipping bread in her glass of cold tea, the way she likes, and Becky pushes her beans over the edge of her plate in her rush to get 'em down. Ma gives us her scolding look. We live high up in the hills above Friendly, but hardly anybody knows where that is. Friendly's near Sistersville, which is halfway between Wheeling and Parkersburg. Used to be, my daddy told me, Sistersville was once of the best places you could live in the whole state.

Point of view: \_\_\_\_\_

Which character's thoughts are revealed? \_\_\_\_\_

## Audience Awareness

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**Directions: Read the following passages and determine the intended audience. Explain your reason.**

*Island of the Blue Dolphins* by Scott O'Dell

My brother Ramo was only a little boy half my age, which is twelve. He was small for one who had lived so many suns and moons, but quick as a cricket. Also, foolish as a cricket when he was excited. For this reason and because I wanted him to help me gather roots and not go running off, I said nothing about the shell I saw or the gull with folded wings.

Intended audience: \_\_\_\_\_

How do you know? \_\_\_\_\_

*Reflections on Idleness and Retirement* by Barbara Terwilliger

I really feel work is gorgeous. It is the only thing you can depend upon in life. Work has a dignity you can count upon. Work has to be a game in order for it to be well done. You have to be able to play in it, to compete with yourself. You push yourself to your limits in order to enjoy it. There's quite a wonderful rhythm you can find yourself involved in, in the process of any kind of work. It can be waxing a floor or washing dishes.

Intended audience: \_\_\_\_\_

How do you know? \_\_\_\_\_

*The Important Book* by Margaret Wise Brown

The important thing about a spoon is that you eat with it. It's like a little shovel, you hold it in your hand, you can put it in your mouth, it isn't flat, it isn't hollow, and it spoons things up. But the most important thing about a spoon is that you eat with it.

Intended audience: \_\_\_\_\_

How do you know? \_\_\_\_\_

# Personal Narrative Outline

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the topic of your narrative? \_\_\_\_\_

Describe the tone and mood: \_\_\_\_\_

## Introduction

Describe how you will engage the reader: \_\_\_\_\_

Establish the situation: \_\_\_\_\_

## Body Paragraph 1

What happened first: \_\_\_\_\_

## Body Paragraph 2

What happened second: \_\_\_\_\_

## Body Paragraph 3

What happened third: \_\_\_\_\_

**Body Paragraph 4**

What happened fourth: \_\_\_\_\_

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**Conclusion**

Using the reflective close describe what you learned, how you were changed, what you would do differently: \_\_\_\_\_

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## Engaging the Reader Sample Paragraphs

### List

Engaging Strategy

Introduces Narrator

Speech? Check. Backpack? Check. Yearbook? Check. As I brushed my teeth, I reviewed my checklist, making sure that I had everything I needed for my last day of sixth grade. Darting into my room, I checked the time. I had ten minutes until I needed to leave. Spitting in the sink, I clumsily turned the faucet handle and washed the mix of saliva and toothpaste down the drain. Looking in the mirror, I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

### Dialogue

Engaging Strategy

Introduces Narrator

"Honey, are you ready to give your speech? Today is a big day!" my mother called up the stairs in perfect Spanish. "We need to leave in about ten minutes."

"Yes!" I shouted back through brush strokes. My teeth were starting to bleed from my furious brushing. Spitting in the sink, I clumsily turned the faucet handle and washed the bloody mix of saliva and toothpaste down the drain. Looking in the mirror, I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

**Action**

Engaging Strategy

Introduces Narrator

Brushing my teeth with the ferocity of a rabid dog, I darted back into my room to check the time. Ten minutes to go. Spitting in the sink, I clumsily turned the faucet handle and washed the mix of saliva and toothpaste down the drain. Looking in the mirror, I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

**Description**

Introduces Narrator

Engaging Strategy

My dark blue graduation suit was perfect. It had light pinstripes with a starched light blue shirt and a lavender print tie. I was ready for my big day. It was my sixth grade graduation, and as I looked in the mirror I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write in English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

**Shocking Statement**

Introduces Narrator

Engaging Strategy

In my wildest dreams I never thought I would make it here, in this strange country. As I vigorously brushed my teeth, I remembered everything I had done to make it to my last day of sixth grade. Darting into my room, I checked the time. I had ten minutes until I needed to leave. Spitting in the sink, I clumsily turned the faucet handle and washed the mix of saliva and toothpaste down the drain. Looking in the mirror, I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation



Engaging Strategy

**Fact**

California has the largest population of students learning English as a second language in the United States. In my school over 80 percent of the students are learning English, and I am one of those kids. It was my sixth grade graduation, and as I looked in the mirror I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write in English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

**Onomatopoeia**

Engaging Strategy

Introduces Narrator

"Beep, beep, beep," sounded my alarm. I had ten minutes until I needed to leave for school. With toothpaste dripping down my mouth, I raced to my bedroom and smacked the button on the alarm clock. Spitting in the sink, I clumsily turned the faucet handle and washed the mix of saliva and toothpaste down the drain. Looking in the mirror, I surprised myself. I was no longer a scared, young second grader from Mexico who couldn't read or write English. Staring at the older, well-dressed version of myself, I realized I was a confident, bilingual student with endless opportunities. And today was the day that I would graduate sixth grade; fluent in English.

Establishes Situation

## Hyperbole Practice

*Definition: A figure of speech in which the truth is exaggerated for emphasis or for humorous effect*

**Read each sentence. First, identify hyperbole in the sentence. Then, tell what the sentence means.**

1. **It took a million years for the letter to arrive.**

Hyperbole: \_\_\_\_\_ What does the sentence mean? \_\_\_\_\_

2. **I had a ton of homework.**

Hyperbole: \_\_\_\_\_ What does the sentence mean? \_\_\_\_\_

3. **That movie was so bad I wanted to gouge my eyes out.**

Hyperbole: \_\_\_\_\_ What does the sentence mean? \_\_\_\_\_

4. **Lily is the tallest woman in the world.**

Hyperbole: \_\_\_\_\_ What does the sentence mean? \_\_\_\_\_

**Change the sentences to add hyperbole.**

5. The boy ran fast. \_\_\_\_\_

\_\_\_\_\_

6. Rachael was hungry. \_\_\_\_\_

\_\_\_\_\_

7. Patrick is so cold. \_\_\_\_\_

\_\_\_\_\_

## Gerund Phrase Practice

*Definition: Phrase includes a gerund (a verb used as a noun, ending with -ing) and its modifiers.*

Write “yes” next to the sentences with a gerund and “no” next to the sentences without a gerund. Explain your answer.

1. \_\_\_\_ Standing during a two-hour train trip is not my idea of fun.

Explain: \_\_\_\_\_

2. \_\_\_\_ Startling the entire house, the parakeet squawked “rise and shine!”

Explain: \_\_\_\_\_

3. \_\_\_\_ Completing the obstacle course is harder than it looks.

Explain: \_\_\_\_\_

4. \_\_\_\_ Doing your homework slowly will help to improve your grades.

Explain: \_\_\_\_\_

5. \_\_\_\_ It was difficult for Joe to remember his neighbor's telephone number.

Explain: \_\_\_\_\_

6. \_\_\_\_ Speaking to the cast members, the director jumped up and down excitedly.

Explain: \_\_\_\_\_

7. \_\_\_\_ Burning leaves in one's backyard is illegal in our village.

Explain: \_\_\_\_\_

8. \_\_\_\_ Reading three newspapers a day, Christine enjoyed herself on Cape Cod that week.

Explain: \_\_\_\_\_

Using these frames, rewrite the following sentences using a gerund.

Tom gets up early because he doesn't want to arrive late.

Tom gets up early to avoid \_\_\_\_\_

Could you turn the radio off, please?

Would you mind \_\_\_\_\_

My cat loves to sleep.

My cat's favorite activity \_\_\_\_\_

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**Combine the following sentences. Use a gerund when forming the new sentence.**

Helen volunteers at the hospital. It is one of her favorite activities.

\_\_\_\_\_

I have to stand in a crowded bus for two hours. It is not my idea of fun.

\_\_\_\_\_

I take out the garbage. It is my least favorite job.

\_\_\_\_\_

The students need a break. The teacher hopes it will help their focus.

\_\_\_\_\_

### Revision: Personal Narrative

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Reviser 1: \_\_\_\_\_

Peer Reviser 2: \_\_\_\_\_

**Rubric Score**

**Peer 1**

**Peer 2**

**Genre Chart**

**Engages the reader**

*Suggestion for improvement:* \_\_\_\_\_

**Introduces the narrator and situation**

*Suggestion for improvement:* \_\_\_\_\_

**Organizes events to unfold naturally; manipulates time and pacing**

*Suggestion for improvement:* \_\_\_\_\_

**Develops details of events with description and action**

*Suggestion for improvement:* \_\_\_\_\_

**Develops characters with physical description, dialogue, expressions**

*Suggestion for improvement:* \_\_\_\_\_

**Uses vivid verbs, sensory details, similes, metaphors, and hyperbole to set tone and mood**

*Suggestion for improvement:* \_\_\_\_\_

**Uses transitions and varies sentence beginnings**

*Suggestion for improvement:* \_\_\_\_\_

**Concludes with a reflection**

*Suggestion for improvement:* \_\_\_\_\_

**Editing Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Editor 1: \_\_\_\_\_

Peer Editor 2: \_\_\_\_\_

**Peer 1**

**Peer 2**

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence                      |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns)     |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words                        |
| _____ | _____ | 5. Paragraphs indented ½ inch   |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced        |
| _____ | _____ | 7. _____<br><i>(Grammar focus for the class)</i>                        |

**Editing Checklist**

Name: \_\_\_\_\_

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Peer Editor 1: \_\_\_\_\_

Peer Editor 2: \_\_\_\_\_

**Peer 1**

**Peer 2**

- |       |       |   |
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| _____ | _____ | 5. Paragraphs indented ½ inch   |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced        |
| _____ | _____ | 7. _____<br><i>(Grammar focus for the class)</i>                        |

## *Personal Narrative Assessment*

### **Personal Narrative Genre Chart**

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description, dialogue, and expressions
- Uses vivid verbs, sensory details, similes, metaphors, and hyperbole to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

**Write a personal narrative that reflects a level 4 from the rubric.**

Think about a special event with your family or your friends. What happened?  
Who was there? Why was it significant?